

# Data-Driven Dialogue

## Introduction:

This protocol is based on the work presented by Nancy Love, author of *Using Data/Getting Results* (2002). To assist the group in making shared meaning of data, three phases are examined: Prediction, Observation, and Inferences. Through the dialogue within each phase, the participants should begin to identify possible causes of student performance, which will lead to making adaptations in instruction focused on increasing student performance.

## Phases of Data-Driven Dialogue:

Prediction – identifies surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and/or expectations. Prediction begins to answer *Who are our students?* in terms of perceptions.

Observation – examines the data; analyzing for patterns, trends, surprises, and suggested questions to be explored.

Inferences – draws conclusions, explanations, hypotheses. Through the Inference Phase, ownership for decisions is built, new actions and interactions are defined, and additional data needs to guide implementation are identified.

## **Prediction Phase**

### **Private Think Time**

Before beginning your Phase I Predictions dialogue, please reflect privately and record your preliminary thoughts about our students. One or more of the following thought-starters may be helpful.

- My expectations are influenced by ...
- I assume...
- I predict...
- I wonder...
- My questions are influenced by...
- Some possibilities for learning that this data may present...

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## **Discussion**

Based on your prior knowledge, knowledge of who are students are, and assumptions you may have, what are your preliminary thoughts of our students and how well they may have achieved on the current PSSA test? Remember:

We are not giving reasons for why we believe what we believe.

Everyone has a voice. We need to hear and honor all assumptions.

Our assumptions will provide the building blocks for new learning.

## Observations

During Phase II Observations dialogue, you engage with the actual data and note only the facts that you can observe in the data. Conjectures, explanations, conclusions, and inferences are off-limits. You make statements about quantities (e.g., Over half the students...), the presence of certain specific information and/or numerical relationships between ideas (e.g., Over 90% of the students achieved below standard in Problem Solving; Compared to last year's data, the percentage of students performing at the advanced and on-standard levels in Skills increased by 8%...)

**To record the data for the Observation Phase, enter your PSSA Scores**

**For Reading, click here.** **For Mathematics, click here.**

### Private Think Time

Before beginning Phase II Observations dialogue, please study the data privately and record several of your observations. Before proceeding to Inferences Phase, share your observations with the group and discuss as needed.

#### Remember:

**Just the facts!** If you catch yourself using..., then stop.



One or more of the following thought-starters may be helpful.

- I observe that...
- Some patterns/trends that I notice...
- I can count...
- I'm surprised that I see...

## **Inferences**

During Phase III Inferences dialogue, you (a) generate multiple explanations for your Phase II Observations; (b) identify additional data that may be needed to confirm/contradict your explanations; (c) propose solutions/responses; and (d) identify data needed to monitor implementation of your solutions/responses.

### **Private Think Time**

Before beginning Phase III Inferences dialogue with your colleagues, please reflect privately, using one or more of the following thought starters to prompt your thinking:

- I believe the data suggests... because...
- Additional data that would help me verify/confirm my explanations is...
- I think the following are appropriate solutions/responses that address the needs implied in the data...
- Additional data that would help guide implementation of the solutions/responses and determine if they are working...